

IPLA

Indiana Principal Leadership Academy
A division of the Indiana Department of Education

SPECIAL EDITION

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A Retrospective

*By Deb Lecklider
Outgoing Executive Director, IPLA*

Being on staff at the Department of Education and serving as Executive Director for the Indiana Principal Leadership Academy for the last seven years has afforded me many opportunities to learn from some of the best educational leaders in the country. I have attended many national conferences and meetings to improve my own learning and have heard great speakers such as Tom Peters, Michael Fullan, Howard Gardner, Charlotte Danielson, and Dennis Sparks. Although these presentations were incredible, it would be the people right here in Indiana who have influenced my beliefs, guided my thinking, and inspired me the most.

Taking “executive director” liberty, I decided to break a few “writing” rules, and share just a few of the many influences that have guided my leadership.

“Choose a job you love, and you will never have to work a day in your life.” (Confucius)

Working at the Department of Education and serving as Executive Director for the IPLA has been one of the greatest experiences of my life. When I graduated from IPLA's Group 22, I knew I had just experienced one of the most incredible professional development opportunities of a lifetime. The Academy experience has been phenomenal; it has given me far more than I could have ever given it. Jim Halik, Superintendent of Franklin Community Schools, says it best, “I love my job and can't wait to go to work each and every day.”

“It is amazing how much you can get accomplished if you don't care who gets the credit.” (Bill McColly)

When I taught at Lawrence North High School in Indianapolis in the early 80's, my principal and mentor, Bill McColly, exemplified a quality leader. Although Bill used this quote on a regular basis, more importantly, he modeled it by facilitating school improvement teams and practicing distributive leadership. It was amazing for me to watch Bill empower teacher leaders, read everything he could find on improving instruction, and share innovative strategies and perspectives. As a retired principal, Bill still inspires, motivates, and challenges each of us. I still receive articles and information from Bill on a regular basis; life-long learning at its best!

“We do not remember days, we remember moments.” (Cesare Pavese)

Anyone who has heard or talked to Don Jantzi, principal at Chamberlain Elementary in Goshen, will remember a story that he shares about capturing and remembering moments. Too often we are caught up in the busyness of our daily lives; his story reminds us to stop and not only enjoy the moment, but to be able to focus on what is important. Because, “each second we live is a new and unique moment of the universe, a moment that will never be again.” (Pablo Casals)

(continued page 5)



Award Winner

**IPLA Special Edition
Recipient of National Staff
Development Council's
Outstanding Staff Development
Newsletter Award for 2001!**



A Promise of Recruitment, Retention and Professional Development for Indiana School Leaders

By Brad Balch, Ph.D.

Assistant Professor, Indiana State University

When Indiana committed to the State Action for Education Leadership Project (SAELP), a Wallace Reader's Digest grant, an unprecedented desire was demonstrated to support and sustain the finest educational leaders in the nation - Indiana's principals and superintendents. The Indiana Consortium of 26 partners, committed to the promise of making school leadership a state priority, represents a diverse group of key stakeholders bringing many crucial professional, political, and social perspectives to bear on issues of school leadership. Charged with recommending legislative and administrative policy changes, three areas emerged as critical imperatives: recruitment, retention, and professional development. The Consortium recognized that changing policy and practice in these areas could dramatically impact the quality and effectiveness of educational leadership in Indiana.

Too often, recruitment is left to the individual school or district to deal with, instead of adopting a more comprehensive approach. Continuing this practice will not increase the applicant pool and encourages school leaders to pirate applicants from other districts (O'Laughlin, 2001). If Indiana districts are having trouble recruiting qualified leaders, especially a representative proportion of women and minority candidates, a systemic statewide plan for recruitment must be considered and supported at all levels of decision making.

Recruitment disparity will continue if working conditions for educational leaders create distress and educational overload. Further, if the recruitment of educational leaders is a statewide concern, then retaining the quality

administrators we have becomes an even greater priority. Of the approximate 80,000 public school principals in the United States today, the turnover rate is nearly 40% (McCreight, 2001). The superintendency is in a similar quandary. Glass (2001) found that during the next five years, it is anticipated that over 10,000 of the nearly 14,000 superintendents nationwide will retire or move to other districts. These forecasts have serious retention implications. To retain the quality educational leaders we have, should not mean they must achieve a "superhero" status. Rather, retention issues must include better pay, job description revision, redefinition of duty, district support, and the power to make change (McCreight, 2001). Understanding these issues as they currently exist in Indiana is critical.

A powerful retention tool often overlooked is professional development. As school and district accountability heightens in Indiana, our leaders need to adopt flexible and facilitative leadership styles, model the values and beliefs of the schools they serve, develop organizational capacity, respond to heightened public scrutiny, and represent missions and accomplishments at multiple levels (Lashway, 2000). While some are prepared, many are not. Is professional development needed? It has never been a greater necessity for school leaders than it is today. A thoughtful examination of the school leader's role in Indiana is essential, and a systemic and comprehensive approach to professional development must be considered. A first step begins with adopting new and higher standards for school leaders. Indiana has already completed this arduous

task by adopting the Interstate School Leaders Licensure Consortium (ISLLC) standards. Yet, ad hoc opportunities for professional growth, even if embedded in the standards, will not provide the necessary tools for success.

This is an exciting era for Indiana school leaders. The unparalleled commitment to the recruitment, retention and professional development of administrators among Indiana Consortium members underscores a heightened awareness that these policy issues must be dealt with if teaching and learning in Indiana is to be second to none. In the ensuing weeks we will be collecting data and literature that validates and supports these important initiatives. The result will be a summary and monograph for a Legislative Interim Study Committee on School Leadership to be convened in the summer for consideration of these issues. Your input is essential. As information is collected, please respond promptly if requested to do so. It is hoped the study committee's findings and recommendations will result in policy changes introduced in the 2003 General Assembly. Help Indiana keep its promise - investing in school leadership!

(For more information on Indiana promise, please contact Deb Lecklider, Project Director, at (317) 232-9004 or at dlecklid@doe.state.in.us.)

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IPLA SUMMER CONFERENCE
JUNE 17-20, 2002

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Perceptions of Indiana Principals Toward Their Job

By Bobby G. Malone
Associate Professor, Department of Educational Leadership
Ball State University

The professional literature on the principalship leads one to believe the job is overly demanding. Superintendents list the demands of the job and the time it consumes as one of the barriers for entering the principalship. Superintendents also couple the demands and time consuming nature of the job with the relatively low compensation. In our studies, principals confirmed this, especially at the high school level. While this perception is undoubtedly accurate in the minds of those who perform the job, it is also a fact that principals report a high degree of job satisfaction. Yes, the job is very demanding, yet very satisfying — an interesting observation, yet seemingly a conflicting one.

In a national study of the principalship, a majority of the principals were Caucasian with few minorities represented in the field. Higher percentages of females occupy elementary principalships; fewer females are middle school principals, and still fewer are high school principals. This same demographic picture is true in Indiana.

Principal preparation programs are perceived as doing an adequate job from the perspectives of principals, aspiring principals, and superintendents (those who had recently hired a principal). However, both superintendents and principals reported a concern about the lack of interest in becoming a school administrator on the part of teachers. What are the features of the job that would attract someone into a career as a principal?

In our research, Indiana principals reported their strongest motivation for becoming a principal as, “I thought I could make a difference.” (71.9%) The second strongest motivator

was, “The job would enable me to provide leadership” (55.0%) followed by “the job would give me a broader span of influence than that of a classroom teacher” (52.9%); fourth, “The job would allow me to help improve the school” (50.9%) and fifth, “I wanted to be all I could be,” a self-actualization goal listed by 40.0%. These responses are slightly different from the responses of aspiring principals who included “I think I can do the job better than some of the principals I have worked for.”

Effective principals have an abiding knowledge that parents send the schools their very best — their children. It is an awe-inspiring responsibility to be given one’s most cherished possession with the belief that you are the very best person to be given that trust. Effective principals feel this responsibility deeply and take actions to live up to its entangling encumbrances. The principal provides a safe place, a faculty that is the very best that can be employed, and the resources that are necessary for the faculty and students to do their work. The principal maintains order and tries to establish a climate that is warm and inviting. Students take pride in such a school, report respect for their teachers, and realize the importance of the preparation they are receiving for their life’s work. For most principals working with students and seeing them grow and develop is a strong motivation factor in their job.

The current supply and demand of principals constitutes a critical shortage, and superintendents are concerned about the quality of candidates in the applicant pool. The shortage is real. Every administrative

conference, be it local, state, regional, or national within the past three to five years has drawn attention to the impending crisis. Reasons for the shortage include a lack of interest in seeking administration as a career, a large number of principals who qualify for retirement, an increase in the average age of principals, and various rules and regulations that have changed the job.

Recommendations for improving the attractiveness of the principalship as a career include the need for:

- A process or mechanism to develop and to nurture a cadre of future administrators. policies that guarantee principals the authority commensurate with their responsibilities.
- An action plan for making the principal’s position more appealing and respected by:
 - Reducing the work week
 - Providing more assistants to help with the work load
 - Establishing a different model such as administrative teams, e.g., senior principal, vice principal.
 - Increasing the support services for the principal especially in the area of special education.
 - Assigning some of the principal-type duties to teachers on supplemental contracts.
 - Looking carefully at the fringe benefits package to determine if it is an asset in recruiting, e.g., long-term contracts, a generous vacation policy, etc.
 - Reimbursing for certification programs
 - Providing incentives for continuing education e.g. ample travel budgets for conferences, etc.
 - Insuring salaries commensurate with the responsibilities of the job.
 - Developing a public relations campaign to increase the attractiveness of the job.
- A plan whereby leadership potential is identified and nurtured among teachers and students, who will, in turn, provide candidates for the future.



Continued from front cover

“In the middle of difficulty lies opportunity.” (Albert Einstein)

Someone who inspires me the most is Sydney, my six year-old niece who has cerebral palsy. Sydney, who is verbal beyond her years, has to be told to slow her walker down on her way to lunch. As a typical kindergarten student in Lawrence Township, Sydney reminds me each and every day that others may think her life is difficult; she looks at it as an opportunity.

“There is no better exercise for the heart than reaching down and lifting people up.” (John Andrew Holmes)

Graduating from the Experiential Program for Preparing School Principals (EPPSP) enabled me to meet great people like Joe Nygaard, Judi Poole, Wally Bourke, Kay Harmless, Jim Ellsberry, Troy Watkins and many others. Sheri Patterson, a principal in Warren Township, always reminded us that it was our duty and responsibility to help others succeed in this profession. Tap someone on the shoulder that you think would make a great administrator and help them succeed.

“Change is the law of life. And those who look only to the past or present are certain to miss the future.” (John F. Kennedy)

As a part of continuous improvement, an IPLA *Blue Ribbon Design Team* was organized to redesign the existing IPLA curriculum, which changed to focus more on leadership leading the learning. What an exceptional opportunity to be able to work on a team looking at the future of school

leadership with Rebecca Libler, H. Dean Evans, Jim Ellsberry, Gary Phillips, Caroline Hanna, Kelly Hannon and many other outstanding leaders (pictured left).

“The main ingredient of stardom is the rest of the team.” (John Wooden)

One very important leadership lesson that I learned very early was to surround myself with the very best. The IPLA staff, facilitators, presenters, participants of the Academy, Alumni Association, Advisory Board, and employees of the Department of Education directed by Dr. Suellen Reed, have been top notch, incredibly talented professional educators and leaders. One of the most humble and unassuming leaders that I have had the opportunity to work with is Phyllis Usher, Assistant Superintendent for the IDOE.

“With courage you will dare to take risks, have the strength to become passionate and the wisdom to be humble.”

(Keshavan Nair)

Several years ago, a friend shared an article written about passion by Gerald Yentes, former principal at Beech Grove High School. The basic theme of the article was that no matter what cause you believe in, no matter what you do... be passionate about it. My passion will always be people. People who work hard, do great things for kids, believe in others, and share their expertise are courageous. Over the last seven years I have been fortunate to work with passionate leaders of the IPLA Alumni Association including Don Setterlof, Bob McDaniel, Larry Norris, Kathy Placke, John Marsh, Marilyn Sudsberry, Cathy Dyer, Denis Ward, and many others representing their graduating classes.

Working with Associate Directors Jack Parker, Colleen Moran and Becca Lamon, we have worked very hard to provide exceptional professional development to school principals knowing that leadership is essential to improving schools. We constantly looked for better ways of doing things in hopes of making a difference. Although it is impossible to pay tribute to all of those people who play a major role influencing leadership development and practice, you know who you are. Keep up the good work!

“To the world your just one person but to one person you could mean the world.” (Anonymous)



The IPLA staff and Alumni Association would like to congratulate Becca Lamon on her promotion to Associate Director for the Indiana Principal Leadership Academy.

“The difference between ordinary and extraordinary is that little extra.”

We are so proud of you, Becca!



Leadership for Learning: How to Help Teachers Succeed

By Carl D. Glickman

In a follow-up to his earlier book, *Developmental Supervision*, distinguished educator and author Carl D. Glickman provides instructional leaders-supervisors, principals, and teachers-with practical guidance and

thoughtful insight to help them succeed as

they work with teachers to improve classroom teaching and learning. In a straightforward and easy-to-read manner, Glickman discusses:

- Structures of classroom assistance—clinical supervision, peer coaching, critical friends, and action research groups;
- Formats for observations—frameworks for teaching, open-ended questionnaires, samples of student work, and student achievement on high-stakes tests; and
- Approaches to working directly with teachers—directive, collaborative, and nondirective.

Scenarios that describe interactions with teachers of diverse backgrounds and skill levels bring the various approaches to life. The author also provides useful information on summative and formative evaluation of teachers. In addition to forms and examples that readers can duplicate or adapt to their own situation, the book includes an extensive list of resources on the topics of looking at student work, professional development and instructional leadership, and educators' ethnic, cultural, and personal diversity.

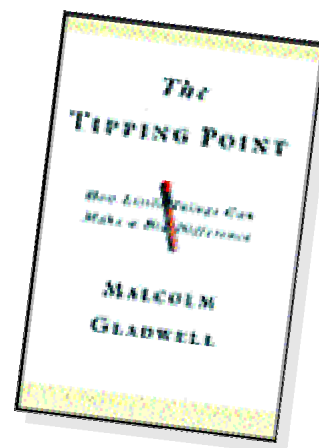
Leadership for Learning goes beyond the basics of supervision to place the work of instructional leadership within the context of whole-school improvement. Drawing on his years of experience in working with schools in varied settings, Glickman offers both advice and inspiration to instructional leaders who strive toward the ultimate goal of providing the best possible classroom experience for every student.

The Tipping Point: How Little Things Can Make a Big Difference

by Malcolm Gladwell

Why is it that fashion trends change the way we dress? Why do various TV shows, movies, and books become so popular? Malcolm Gladwell provides a diagram of our society, along with an analysis of the strategies people apply to influence and mold its direction. Gladwell describes the personality types that create trends and those that influence others by "spreading the word." History takes on a whole new perspective as he describes events of early America that specifically follow his theories of "selling the public on an idea" and "social epidemics." Feedback from market mavericks further substantiates Gladwell's viewpoints.

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QUOTE CORNER

“ Nothing should be overlooked in fighting for better education. Be persistent and ornery; this will be good for the lethargic educational establishment and will aid the whole cause of public education. ”

Roy Wilkins
(Civil Rights Leader/Educator)

What is New? Computer Access at the Touch of a Finger

Digital Persona's U.are.U is the latest in personal security systems. Windows XP users can secure their files and desktops with the touch of a finger. Biometric technologies scan unique fingerprints and assign them a code of their very own, eliminating the need for passwords. This system will be ideal in a school setting where computers have multiple users. For more information visit www.digitalpersona.com.



The Indiana Principal Leadership Academy has far reaching effects. How far, is the question. IPLA is nationally recognized for its efforts in the leadership field but now IPLA can be recognized for all to see. Have you seen IPLA somewhere in the world? If so, send us your photos today to Becca Lamon at IPLA, Department of Education, Room 229, State House, Indianapolis, Indiana 46204-2798.



Rhonda Buzan, Buzan Facilitator Team Leader and Group 4 member, is holding her new grandchild, Gavin McCay Clark. Born to Lara and Steve Clark on January 31, 2002. He weighed 5 pounds-10 ounces. Congratulations Rhonda!



Risa Regnier, Director of Human Resources for the Indiana Department of Education, showed her support for IPLA in Jamaica during November of 2001.

Alumni News

On behalf of the Alumni Board, we would like to thank Deb Lecklider for her many years of leadership and dedication to IPLA. As Executive Director, she has added another important "brick" to the culture wall of the Academy. During her tenure, the Annual Winter Conference has more than doubled in attendance and the Summer Leadership Program in Nashville continued to influence teachers and principals throughout the state. Another important accomplishment under Deb's direction has been the work of the Blue Ribbon Design Team in reviewing and refining the goals and structure of the Indiana Principal Leadership Academy. Their work will insure that the Academy will continue to be a national model to promote excellence in educational leadership.

During her time as Executive Director, Deb was able to recruit and mentor several excellent Associate Directors and support staff. Most of those individuals are now serving in leadership positions in school corporations across the state. She also maintained a positive relationship with the many offices associated with the Department of Education and formed partnerships that benefited all principals who were trained through IPLA.

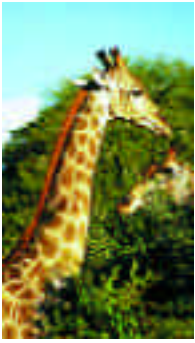
Whether you were a participant, facilitator, or presenter, it was always obvious that Deb was the one behind the scenes who worked to make the experience a success. Her organizational skills, trust in others, and sincere concern for each and every principal was at all times evident.

She truly put her heart into the job.

The results of her work with IPLA can never be measured, but will always be present as the hundreds of graduates have returned to their schools to make a difference for Indiana's students.

The IPLA Alumni Association will especially miss the close contact with Deb that resulted from our regular meetings with her to plan and organize the many events and programs that support the Academy and its graduates. She was an effective guide, resource, and friend to us all. As she moves to her new position with Butler University, we are confident that our loss will be their gain.

From all of us on the Alumni Board.
Best Wishes Deb!



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June 17-20 Leading the Learning Summer Conference
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June 23-27 Facilitator Training and Curriculum Planning
Nashville, Indiana

Sept. 17 Group 39 & 40 Orientation
Sheraton Indianapolis Hotel & Suites

Sept. 18-19 IPLA Academy Sessions (Groups 37, 38, 39, 40)
Sheraton Indianapolis Hotel & Suites

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